



**Action for Healthy Kids™**  
**Idaho**

# **School Wellness Policy IMPLEMENTATION GUIDE**



[www.ActionForHealthyKids.org](http://www.ActionForHealthyKids.org)





STATE OF IDAHO  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
Mr. Tom Luna

P.O. Box 83720  
Boise, ID 83720-0027

(208) 332-6815  
FAX (208) 332-6636

The wellness of Idaho's students is a critical piece of building a great public school system in Idaho. A healthy and nutritious diet is important for Idaho's students so they are ready to learn when they arrive at school. There are many lessons parents can teach their children to instill healthy habits in them at a young age, but it also is important for children to learn those same lessons while they are in school.

As we strive to improve student achievement in Idaho, we must make sure our students are physically fit and healthy so they can work hard and accomplish their academic goals. Therefore, Idaho schools must be equipped with the resources to develop and implement good health policies and regulations.

The *Implementation Guide for School Wellness Policy* is a tool for developing policies regarding many aspects of wellness, such as good food choices, promoting physical exercise, positive body image and transferring these healthy practices to the home. Good health is an important component of student achievement and contributes to success on all levels. I hope you will be able to utilize this resource to set and reach your wellness goals.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tom Luna".

Tom Luna  
Superintendent of Public Instruction



## **Action for Healthy Kids Idaho Mission Statement**

**To help children establish life-long healthy eating and exercise patterns that will help each child reach his or her full potential. Action For Healthy Kids - Idaho is a collaboration of many organizations and people interested in the health of our children.**

**For more information or to join, visit [www.actionforhealthykids.org](http://www.actionforhealthykids.org).**

## **ACTION FOR HEALTHY KIDS PARTNER STEERING COMMITTEE**

Afterschool Alliance	Comprehensive Health Education Foundation	National Medical Association
American Academy of Family Physicians	Council of Chief State School Officers	National Middle School Association
American Academy of Pediatrics	Family, Career & Community Leaders of America	National PTA
American Association of Family & Consumer Sciences	Food Research and Action Center	National School Boards Association
American Association of School Administrators	National Association for Sport and Physical Education	Parents Action for Children
American Cancer Society	National Association of Elementary School Principals	School Nutrition Association
American College of Sports Medicine	National Association of Health Education Centers	Society for Nutrition Education
American Diabetes Association	National Association of Pediatric Nurse Practitioners	Society for Public Health Education
American Dietetic Association	National Association of School Nurses	Society of State Directors of Health, Physical Education and Recreation
American Federation of Teachers	National Association of Secondary School Principals	The Robert Wood Johnson Foundation
American Heart Association	National Association of State Boards of Education	U.S. Department of Agriculture - Food and Nutrition Service
American Public Health Association	National Association of Student Councils	U.S. Department of Education - Office of Safe and Drug-Free Schools
American School Health Association	National Coalition for Parent Involvement in Education	U.S. Department of Health and Human Services - Centers for Disease Control and Prevention
Association for Supervision and Curriculum Development	National Coalition for Promoting Physical Activity	U.S. Department of Health and Human Services - National Institute of Child Health and Human Development
Association of School Business Officials International	National Dairy Council	U.S. Department of Health and Human Services - Office of Disease Prevention and Health Promotion
Association of State & Territorial Chronic Disease Program Directors	National Education Association - Health Information Network	U.S. Department of Health and Human Services - President's Council on Physical Fitness and Sports
Association of State & Territorial Health Officials	National Future Farmers of America Organization/Foundation	YMCA of the USA
Association of State & Territorial Public Health Nutrition Directors		
Cancer Research and Prevention Foundation		

# School Wellness Policy

**By the 2006-07 school year, all schools receiving federal funding for Child Nutrition Programs will be required, at a minimum, to have a student wellness policy with the following features:**

- **Goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the local education agency determines is appropriate;**
- **Nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day, with the objectives of promoting student health and reducing childhood obesity;**
- **Assurances that guidelines for reimbursable school meals are not less restrictive than the regulations issued by the USDA;**
- **Guidelines to measure how well the school wellness policy is being implemented, including the designation of one or more persons at each school with operational responsibility for ensuring that the school is meeting the policy;**
- **Involvement of parents, students, representatives of the school food authority, the school board and school administrators, and the public in developing the wellness policy.**

**These are minimum requirements established by the federal legislation. School districts may choose to include additional features or to integrate student wellness with other ongoing programs. This Wellness Policy Implementation Guide contains policy recommendations and resources to help your school meet the law. Recommendations can be adapted to meet your school's needs.**

# Table of Contents

Model School Wellness Policy		Component 5: Nutrition Education	
Component 1: Defining a School Health Committee		Policy Recommendations	27
Policy Recommendations	1	Rationale	27
Rationale	1	Resources	27
Resources	1	Food Guide Comparison	28
		2005 Food Guide Highlights	29
Component 2: Physical Activity		Component 6: Marketing/Messages	
Policy Recommendations	3	Policy Recommendations	31
Rationale	3	Rationale	31
Resources	4	Resources	32
What Can Schools Do?	6	Promoting Healthy School Meals:	
What Can Parents Do?	7	Make Marketing Work for You	33
What Can Community Organizations and Businesses Do?	8	Component 7: Body Image	
What Can Teachers Do?	9	Policy Recommendations	35
Component 3: Quality School Meals/Pleasant Eating Experience		Rationale	35
Policy Recommendations	11	Resources	35
Rationale	12	Fact Sheet: Tips for Adults on Helping Children to Develop a Healthy Body Image	36
Resources	12	Fact Sheet: Thinking of Going on a Diet?	39
Certification Requirements	13	Attachment A: Nutrition/Wellness Plan Campus Implementation Review	41
Component 4: Other Healthy Food Options			
Policy Recommendations	17		
Rationale	17		
Resources	17		
Vending Machine Recommendations	18		
Sample Snacks	19		
Healthy School Parties	23		
Classroom Rewards	24		
Healthy Fundraising	25		

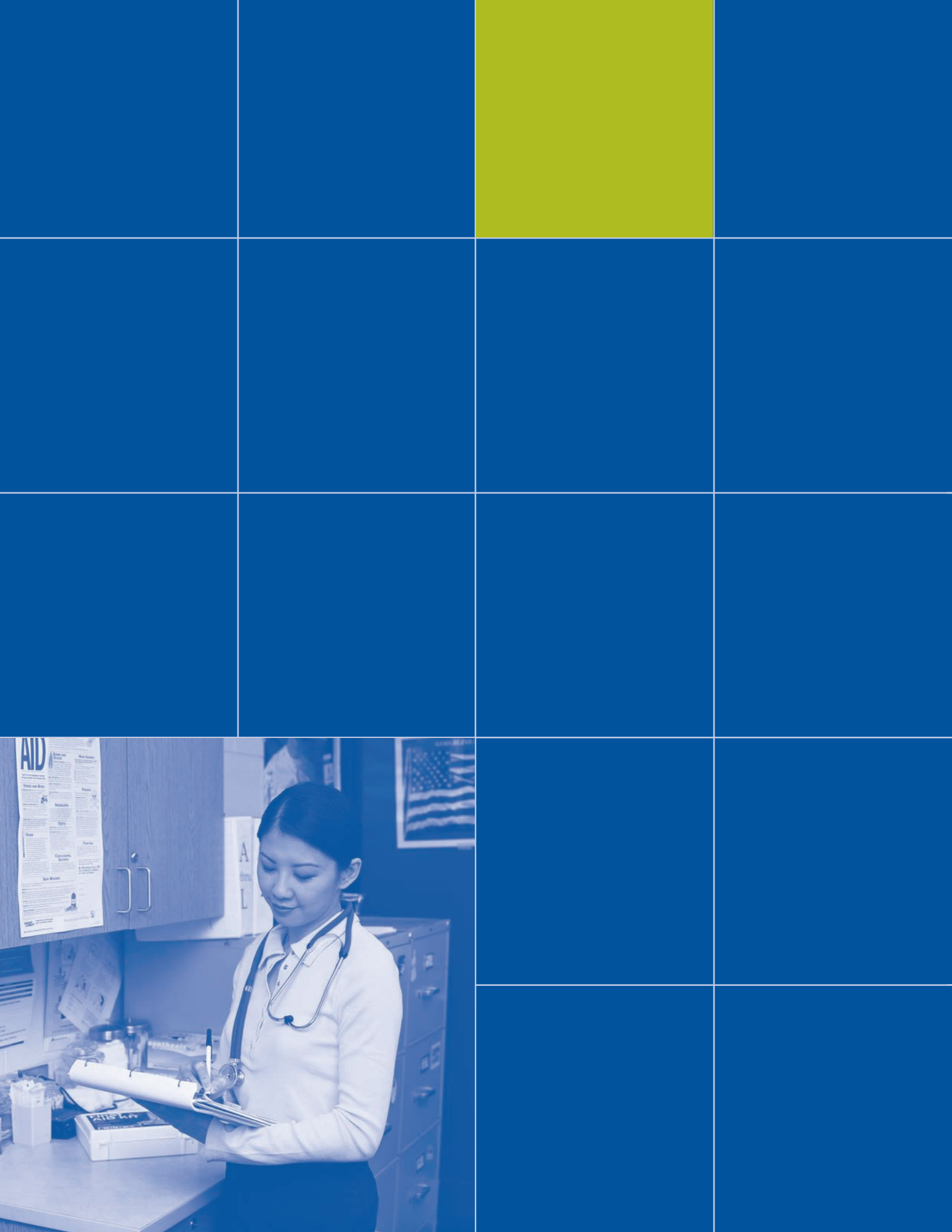
# **Model School Wellness Policy**

## **Purpose and Goal**

- The \_\_\_\_\_ School District shall prepare, adopt, and implement a comprehensive wellness policy to encourage healthy eating, physical activity and well-being. This plan shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences in cultural norms.

## **Rationale**

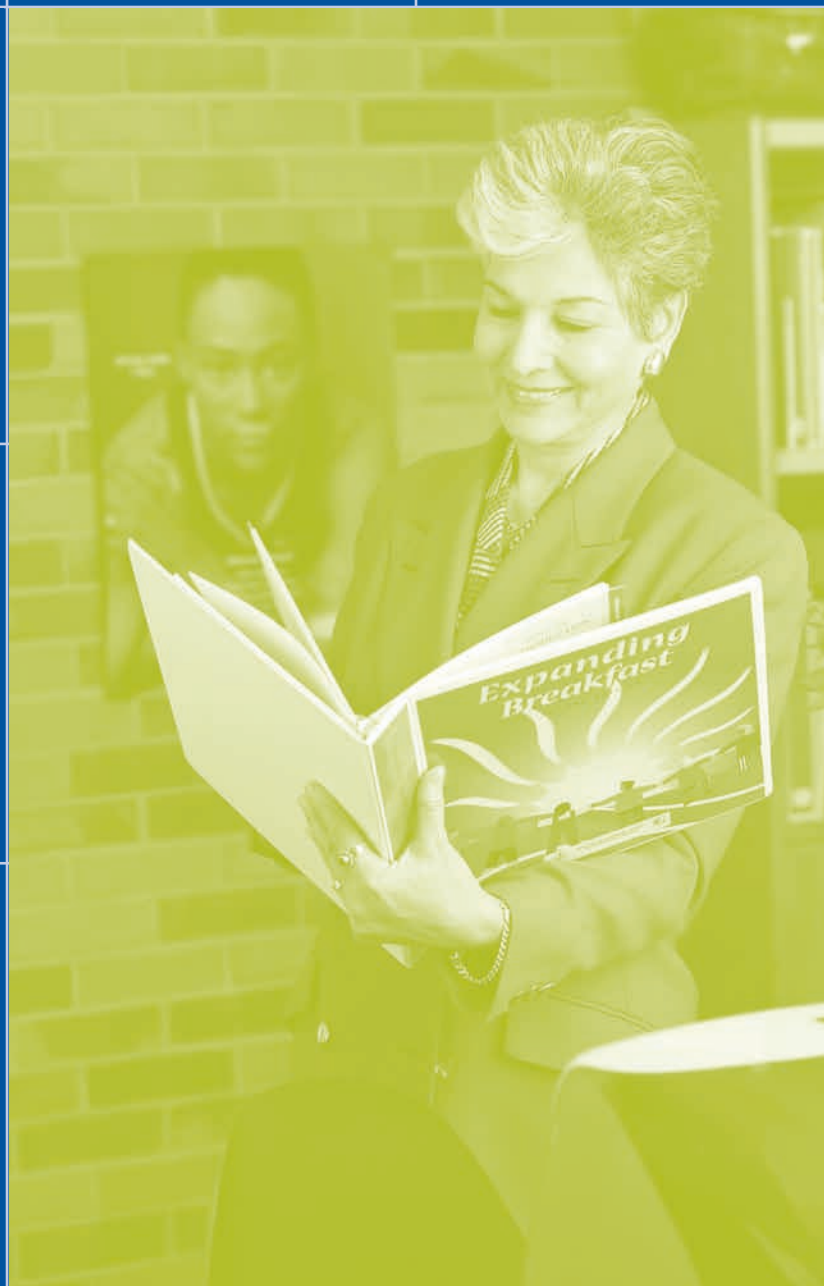
- Overweight children are likely to miss four times more school than children who are not overweight. In Idaho, state funding for schools is determined using the Average Daily Attendance (ADA) Methodology. In other words, public education dollars in Idaho are determined not by how many students are enrolled, but by how many actually show up at school. Student absenteeism can therefore have a negative impact on the school's bottom line.
- Childhood weight problems are a medical concern, not a cosmetic issue. Poor nutrition, lack of physical activity and being overweight can lead to complications such as elevated blood cholesterol and blood pressure, gallbladder disease, osteoarthritis and joint problems, asthma, type II diabetes, depression, anxiety and sleep apnea.
- Good nutrition and adequate physical activity help children grow, develop and do well in school.
- A good portion of children's diets are consumed in the school environment.
- Medicaid and healthcare costs are a growing issue of concern in Idaho and are significantly impacted by obesity.
- Wholesome foods produced in Idaho should be available and actively promoted in a Healthy School Environment.

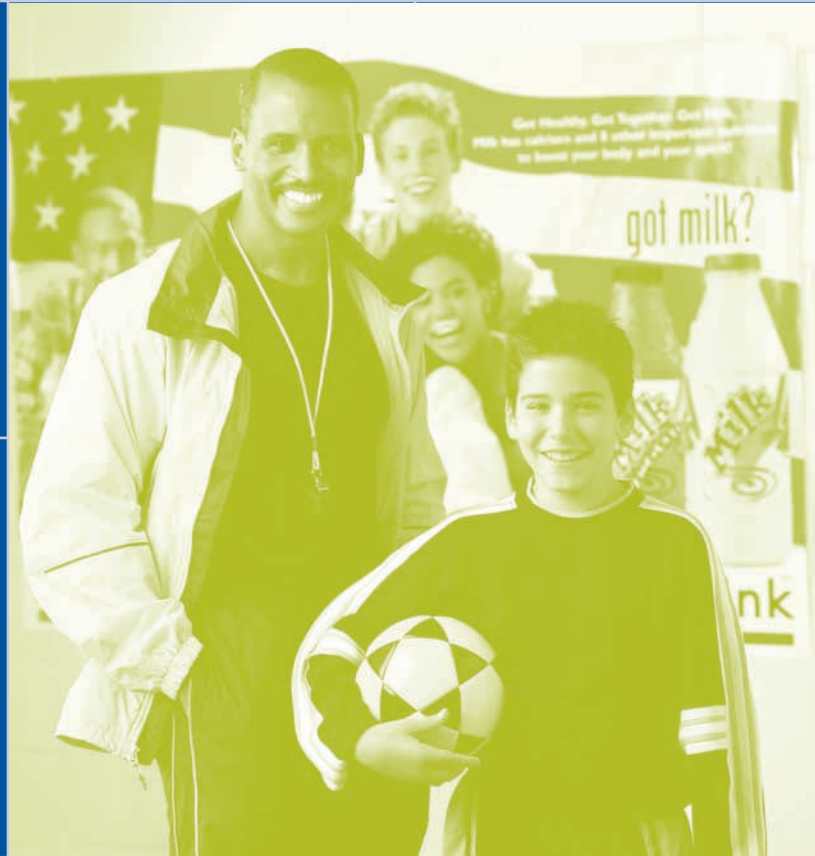




# **Component 1**

## **Defining a School Health Committee**





# Component 1: Defining a School Health Committee

## Policy Recommendations

- A. The \_\_\_\_\_ School shall appoint a School Health Advisory Committee (SHAC). Members of the SHAC Committee should include representatives from; administration, school foodservice, school board, parents, students and the public. Other suggested members include school nurses, counselors, health and physical education directors, student services coordinators, athletic directors, teachers (health, family and consumer science, physical education), etc.
- B. The mission of the SHAC shall be to address nutrition and physical activity issues with the objectives of promoting student health and reducing childhood obesity. This committee shall offer revisions to these guidelines at least annually or more often if necessary.
- C. Each school should be evaluated at least annually. An evaluation page is provided in the back of this guide for your use. The evaluation team will present recommendations to the SHAC and appropriate staff. For example, school food service staff will participate in making decisions and guidelines that will affect the school nutrition environment.

## Rationale

- During the past two decades, the percentage of American children aged six to eleven who are overweight has more than doubled (from 7 to 15 percent) and the percentage of adolescents aged 12 to 19 who are overweight has tripled (from 5 to 15 percent).
- Children who are obese as six-to-nine year-olds have a 55 percent chance of being obese as adults.
- Overweight adolescents have a 70 percent chance of becoming overweight or obese adults.
- The Centers for Disease Control and Prevention estimate that one in three children born in 2000 ultimately will develop diabetes because of eating too much and not exercising enough.

## References/Resources

An Action For Healthy Kids Report. Criteria for Evaluating School Based Approaches for Increasing Good Nutrition and Physical Activity.

[http://www.actionforhealthykids.org/docs/specialreports/report\\_small.pdf](http://www.actionforhealthykids.org/docs/specialreports/report_small.pdf)



# **Component 2**

## **Physical Activity**





# Component 2: Physical Activity

## Policy Recommendations

- A. Schools will provide physical education a minimum of 150 minutes a week in elementary grades and 225 minutes a week in middle and high school grades.
- B. Schools will provide additional physical activity opportunities for students in pre K-12 during the school day, including at least two 15-minute recesses daily. Recess shall complement, not substitute for, physical education classes.
- C. Physical education for all middle school students in 6th through 8th grades.
- D. In addition to physical education for high school students, all students will have the opportunity to take a lifetime physical education elective course.
- E. All physical education classes will have student enrollment consistent with the state guidelines for all other subjects (e.g., 30 students per class) and consistent with all other classes in high school. Schools will also allow preparation time consistent with time allowed for other subjects.
- F. Schools will provide relevant continuing education opportunities for all physical education teachers.
- G. Physical education teachers should be qualified, with a teaching endorsement in physical education.
- H. Staff members are encouraged to participate in and model physical activity as an important part of daily life. This can include supporting the use of facilities after or before school hours.
- I. Schools will encourage and create opportunities for students to voluntarily participate in before and after school physical activity programs like intramurals, clubs, and at the secondary level, interscholastic athletics.
- J. Schools will provide adequate equipment and facilities for physical education.
- K. Extracurricular activities will not substitute for physical activity credit.

## Rationale

- Over 29 percent of Idaho high school students did not participate in a sufficient amount of physical activity, meaning exertion for 20 minutes for three of the past seven days.
- Over 80 percent of Idaho high school students do not attend physical education daily.
- Increased physical activity is linked to higher academic achievement.
- A reduction of 240 minutes per week in class time for academics to enable increased physical activity led to consistently higher mathematics scores.

- Students with the highest fitness scores also have the highest test scores. Intense physical activity programs have positive effects on academic achievement, including increased concentration, improved mathematics, reading, and writing test scores and reduced disruptive behavior.
- Aerobic conditioning may help to improve memory. Exercise may strengthen particular areas of the brain and oxygen intake during exercise may enhance greater connections between neurons.
- Students who opt out of physical education class miss the opportunity to learn the skills and fitness concepts needed for physically active lifestyles after high school.

## References/Resources

- ReCharge! Energizing After School. An AFHK Action For Healthy Kids after school kit. Provided free of charge to qualifying schools by the Idaho Dairy Council. For a kit please call (208) 327-7050.
- Mind and Body. Ideas for five to ten minute physical activity breaks incorporated into other curriculum. Published by the Montana Dept of Public Health & Human Services, Montana Cardiovascular Health Program, the Montana Office of Public Instruction, <http://www.opi.state.mt.us>.
- Idaho Physical Education Standards. Available at: <http://www.sde.state.id.us/fedpro/hiv.asp>.
- National Association for Sport and Physical Education. Visit [www.naspeinfo.org](http://www.naspeinfo.org) then go to "publications" and scroll down to position papers.
- American on the Move in Idaho, phone 208-272-0393. An affiliate of America on the Move. Go here for energy balance student activities at [www.americaonthemove.org](http://www.americaonthemove.org).
- Safe Routes to School <http://www.pedbikeinfo.org>. Go here for information training and implementation programs.
- American Academy of Pediatrics <http://www.aap.org>. Go here for information on TV, obesity and other health issues relating to children.
- American College of Sports Medicine <http://www.ascm.org>. Go here for awareness and education information relating to the positive aspects of physical activity.
- The National Association of State Boards of Education <http://www.nsba.org>. Go here for assistance in making informed decisions regarding health issues affecting academic achievement and healthy development of students.
- The Centers for Disease Control and Prevention <http://www.cdc.gov>. Go here for nutrition and physical activity programs, surveys and monitoring systems.
- PE Central. <http://www.pecentral.org/>. Go here for developmentally appropriate physical education programs for children and youth.



- National Association of State Boards of Education, "Fit, Healthy, and Ready to Learn: A School Health Policy Guide, "<http://www.nasbe.org/HealthySchools/fithealthy.mgi>.
- Mind & Body activities for physical activity for the classroom <http://www.opi.state.mt.us>.
- "Promoting Better Health for Young People Through Physical Activity and Sports - A Report to the President from the Secretary of Health and Human Services and the Secretary of Education." Published Fall 2000.
- "Bright Futures in Practice: Physical Activity" - Published by the National Center for Maternal and Child Health, US Department of Health and Human Services; Addresses Physical Activity Development/Issues/Concerns from Infancy through Adolescence. Published 2001.
- "Promoting Physical Activity: A Guide for Community Action." Published by U.S. Department of Health and Human Services including Public Health Service, National Center for Chronic Disease Prevention and Health Promotion, and Division of Nutrition and Physical Activity. Published 1999.

**"Two hours is a safe limit for TV; greater than two hours increases the risk for weight gain. Kids who watch more than three hours of TV had 39 percent more body fat than kids who averaged nearly two hours."**

*American Academy of Pediatrics, June 2002*

## PHYSICAL ACTIVITY AND PHYSICAL EDUCATION IN SCHOOLS

Unfortunately, sedentary behavior is a necessary part of the school experience. Once children get to school, there may be few opportunities for movement during the day. In many schools, pressure to improve academic performance has led to a reduction in time allocated for recess.

### WHAT CAN SCHOOLS DO?

- Offer time within the school day for all teachers as well as students to be physically active.
- Provide recess at least twice each day for 15 minutes each, pre K-12.
- Offer extracurricular and recreational activities that promote physical activity at recess and at lunch time.
- Avoid substituting recess for physical education class.
- Provide faculty and staff support to families with inactivity concerns.
- Avoid the temptation to deny recess as a form of discipline.
- Avoid using physical activity as a form of discipline. Instead, use physical activity as a reward.
- Encourage and allow faculty and staff to attend professional development trainings and workshops that focus on positive use of physical activity in the classroom.
- Keep teacher/student ratios of physical education classes comparable to the ratio in other classes.
- Use five minute physical activity breaks in the classroom to help students make transition between lessons and subject areas.
- Encourage parents to assess safe routes where students can walk or ride bikes to school.
- Install bike racks outside the school building.
- Offer intramural and physical activities that feature a range of competitive, cooperative and individual physical activities.
- If fees are charged for sports participation, use sliding fee scales so no student need be excluded from participation.
- Collaborate with YMCAs and recreation departments to identify physical activity opportunities for students and their families.
- Open school recreation and exercise facilities for families and community members to use during non-school hours.
- Support efforts and initiatives, such as America On the Move in Idaho and Walk to School Day. Encourage teachers and parents to do the same.
- Support efforts of physical educators to meet recommended Idaho Physical Education Standards (Appendix I).
- Encourage recess before lunch.

## WHAT CAN PARENTS DO?

- Be role models for physical activity.
- Find activities and recreational pastimes the whole family can enjoy.
- Limit television, and video/computer games time to a maximum of two hours per day.
- Support and join the efforts of community organizations that focus on development of parks, walking paths, bike routes, etc.
- Use your bike or feet in place of the car whenever you can. Encourage your children to do the same.
- Take time every day to engage in physical activity.
- Exercise with a friend, especially a friend who is not inclined to participate.
- Take a walk break instead of a coffee break.
- Make time for daily family play.
- Take the stairs.
- Park in the spot furthest from the door.
- Sell your power mower, make yard work a family activity.
- Plan activity filled family vacations.
- Learn the meaning of BMI.
- Purchase pedometers for the entire family...and wear them.
- Walk around the house or do sit-ups during TV commercials.
- Go for a walk during your children's youth sports practice.
- Encourage local YMCAs and recreation departments to host family activity nights.

## **WHAT CAN COMMUNITY ORGANIZATIONS AND BUSINESSES DO FOR SCHOOLS?**

- Provide time and space for activities at an affordable cost.
- Provide professional support and training for schools and parents in:
  - Weight management
  - Exercise prescription
  - Body Mass Index screening and education
  - Safe exercise
  - Value of activity
  - Games the family can play at home
  - Obesity risk factors
- Support health and fitness fairs for schools.
- Get involved in efforts to increase walking and biking paths.
- Assist in efforts to determine safe routes to local/neighborhood schools.
- Sponsor physical activity events in the local/neighborhood school.
- Pay for materials and equipment and encourage activity in classrooms and on playgrounds.
- Allow employees time to participate in school physical education class with their children one class per month.

## WHAT CAN TEACHERS DO?

- Teachers and other adults are role models for students. Encourage physical activity by joining in the fun with the kids on the playground or gym, and talking about physical activities you like to do outside of school. Ask the librarian to prepare a book display about various physical activities or send home activity homework that parents and teachers can do together. Don't take away physical activity opportunities as a form of punishment, but use physical activity as a reward. Try taking physical activity breaks using the "Take 10" ideas below.

### Take 10 Physical Activity Breaks

Below are some ideas of how you can incorporate physical activity into the classroom. Even ten minute bouts of physical activity can enhance learning. For additional "Take 10" ideas search for mind and body at <http://www.opi.state.mt.us>.

#### Math

- Have students measure their jumping skills by measuring the distance covered when jumping, leaping and hopping.
- Call out a math problem. If the answer is less than 20, have students give their answer in jumping jacks.
- Have students graph their resting heart rate, and elevated heart rate.

#### Science

- Test the shapes of movement equipment and analyze why they are shaped as such.
- Take nature walks.

#### Language Arts

- Ask students to record in their journals the amount of time they spend watching TV and being physically active- and what activities they enjoyed the most.
- Read health-related books to the students as a reward.

#### Spelling

- Host a spelling bee with a physical activity theme. Ask students to act out verbs such as skip, hop, jump and others.
- Have students spell out health-related words using their bodies to form letters.

#### Geography

- Rhythmic Activity: "Body, Mind Map" uses the body as a model of the globe. North Pole: touch head, South Pole: touch toes, Equator: hands around waist, America: left hand, Europe: nose, etc.
- Have student research and demonstrate what physical activities are done in other countries.



# **Component 3**

## **Quality School Meals/Pleasant Eating Experience**







# Component 3: Quality School Meals/ Pleasant Eating Experience

## Policy Recommendations

- A. The\_\_\_\_\_School will offer breakfast, lunch and an after school snack when applicable. Students and staff are highly encouraged to promote and participate in these programs. Menus offered meet the nutrition standards established by the U.S. Department of Agriculture and the Idaho State Department of Education. School meals are consistent with the current Dietary Guidelines for Americans published by the United States Department of Agriculture (2005 Guidelines are included in Component 5). Meals will feature a variety of healthy choices that are tasty, attractive, of excellent quality and served at the proper temperature.
- B. If a la carte food sales are allowed in the cafeteria or in other locations where the school meals are served or eaten, foods must be the same portion size of any food item served that day in the National School Lunch Program or School Breakfast Program. A la carte options within the school nutrition program shall be offered to supplement, not substitute for school meals. Schools will encourage students to make nutritious food choices, such as whole grains, fresh fruits and vegetables, and lower fat dairy. Pricing strategies will encourage consumption of the reimbursable school meal, rather than individually priced items.
- C. School Food Service staff that is properly qualified according to current professional standards and regularly participates in professional development activities will administer the Child Nutrition Programs. Food safety and sanitation will be a key part of the School Food Service operation.
- D. Schools will attempt to provide a pleasant eating experience for students and adults by adopting the following procedures.
  - a. Student input is solicited for meal choices.
  - b. Nutrient analysis is available to teachers, parents, students and health professionals when possible. Encourage this information on menu backs.
  - c. Cafeteria design will be given priority in renovations and new construction.
  - d. Elementary recesses before lunch are encouraged.
  - e. School activities should not be scheduled during the school meal times, such as tutoring, pep rallies, assemblies, club/organization meetings, and other activities.
  - f. Adequate time to eat in a pleasant dining environment should be provided. The minimum eating time for each child after being served will be 10 minutes for breakfast and 20 minutes for lunch. School personnel will schedule enough time and several lines so students do not have to spend too much time waiting in line.

- g. Child Nutrition Programs will attempt to meet the needs of children with special diets whenever possible within regulatory requirements.
- h. Drinking fountains will be available for students to get water at meals and throughout the day.
- i. School personnel will assist all students in developing the healthy practice of washing hands before eating.
- k. Schools will encourage socializing among students and between students and adults. Adults will properly supervise dining rooms and serve as role models to students by demonstrating proper conduct and voice level, and by eating with the students. Parents are highly encouraged to dine with students in the cafeteria.

## **Rationale**

- Numerous studies have shown that students eating breakfast and lunch at school consume a greater variety of foods and more nutrients.
- Menus offered at school by USDA requirement must meet one-quarter of the day's nutrient requirement for breakfast and one-third of the day's nutrient requirement for lunch. This assures that students receive a variety of foods that contribute to a balanced diet.
- Menus support and reinforce the Dietary Guidelines for Americans.
- Food Service Staff that is well-trained and certified under SNA regulations have the knowledge and skills to provide quality meals served safely.
- Students eat more healthful food safely in a supervised environment with enough time to eat and socialize.

## **References/Resources**

SNA Website [www.asfsa.org](http://www.asfsa.org)

AFHK Website [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

USDA Website [www.fns.usda.gov/fns](http://www.fns.usda.gov/fns)

USDA Kids Website [www.usda.gov/news/usdakids/](http://www.usda.gov/news/usdakids/)

Idaho Dept. of Education Website [www.sde.idaho.gov/child/](http://www.sde.idaho.gov/child/)

## **Programs Available For Schools**

### **Keys to Excellence**

A free online resource from School Nutrition Association. Keys to Excellence is a self-assessment tool for child nutrition programs that help school districts identify best practices and benchmark their operations against other districts. Keys to Excellence includes an area dedicated to Communications and Marketing. Visit [www.schoolnutrition.org](http://www.schoolnutrition.org).

### **Team Nutrition - Healthy School Meals Training**

For more information call the Idaho State Department of Education at (208) 332-6827 or [www.sde.state.id.us/child/](http://www.sde.state.id.us/child/).

Beef School Foodservice Recipes, resources and information: [www.beeffoodservice.com](http://www.beeffoodservice.com).

Idaho Dairy Council - Nutrition Resources and Information: [www.idahodairycouncil.org](http://www.idahodairycouncil.org).

Making it Happen School Nutrition Success Stories: CDC and Team Nutrition USDA.

# SCHOOL NUTRITION ASSOCIATION

(formerly ASFSA)

## CERTIFICATION REQUIREMENTS

### Certification Level

	Level 1	Level 2	Level 3	Idaho State Department of Education Courses
<b>Key Area 1: Operations</b>				
Sanitation/Safety <i>Required Course</i> (choose one): <i>Serving It Safe</i> , <i>ServeSafe</i> , or <i>DMA's Sanitation &amp; Safety</i> exam or SNA approved state association course	10 hrs	10 hrs	10 hrs	<i>Serving It Safe</i> 10 hrs
Electives Suggested topics: HACCP Purchasing/Inventory Menu Planning Food Preparation/Culinary: Baking Fruits/Vegetables Entrees/Main Dishes Desserts Food Presentation/Garnishing Facility Design/Management			10 hrs	Developing a Food Safety Plan - The Process Approach to HACCP Principles 6 hours
Totals Operations Course Hours	10 hrs	10 hrs	20 hrs	
<b>Key Area 2: Nutrition</b>				
<i>Required Course: Healthy EDGE or SNA</i> <i>approved state association course</i>	10 hrs	10 hrs	10 hrs	Healthy EDGE (also available online through SNA) 10 hrs
Electives			10 hrs	2005 Dietary Guidelines for Americans 4 hrs
Total Nutrition Course Hours	10 hrs	10 hrs	20 hrs	
<b>Key Area 3: Administration</b>				
Electives Suggested Topics: Personnel Management/Human Relations/Interpersonal Skills Business Management: Financial Management Cashiering Organizational Management Recording Keeping		10hrs	20 hrs	The Idaho State Department of Education, Child Nutrition Programs offer a variety of training opportunities throughout the year. For a current list of courses, go to: <a href="http://www.sde.idaho.gov/child/">www.sde.idaho.gov/child/</a> and select the training link.

Accounting				
Total Administration Course Hours	10 hrs	20hrs		
<b>Key Area 4: Communications/Marketing</b>				
Electives Suggested topics: Marketing Promotion Customer Service Merchandising		10 hrs	20hrs	Fruits & Vegetables Galore - 6 hrs (3 hrs F&V Galore, 3 hrs Focus on Customer)
Total Communications/Marketing Course Hours	10 hrs	10 hrs	20 hrs	
General Electives (taken from above suggested topics in any key areas)	30 hrs	50 hrs	70 hrs	
Total Hours Required		90 hrs	150 hrs or 9 semester	

**\*College Courses (semester hours)**

Sanitation & Safety/Microbiology			3	
Nutrition			3	
Foodservice Management			3	
Total Semester Hours			9	

**Certification Requirements**

	Level 1	Level 2	Level 3
Minimum Required Work Experience	1 year	1 year	1 year
Minimum Academic Education Requirement	Less than high school diploma/GED	High School diploma/GED	Post-secondary <sup>1</sup>
Minimum Specialized Training Requirement <sup>2</sup> (in Adobe Acrobat format)	30 hours	90 hours	150 hours <sup>3</sup>
Minimum Continuing Education Requirement	15 hours	30 hours	45 hours
Certification Period	3 years	3 years	3 years

- Renewal is achieved every three years by earning continuing education units (CEUs).
- Advancement occurs when you meet eligibility requirements.
- Continuing education units may not be carried over from one certification period to the next.
- All documents of continuing education units must include the membership identification number of certificant.

1. Post-secondary requirement for Level 3: Applicant must have completed at least one college credit course prior to applying for certification. Transcript or diploma must be submitted as documentation.
2. Specialized training courses must be within five years from application for certification, with the exception of college courses. The Specialized Training Requirements were updated in October 2000. [Review the new requirements chart (in Adobe Acrobat format)]
3. Or 9 college-level semester hours in sanitation and safety, nutrition and foodservice management.

# CERTIFICATION — LEVEL 1



## ELECTIVES

*Choose ANY combination to make at minimum 10 hrs:*

1. 2005 Dietary Guidelines for Americans (4 hrs)
2. Developing a Food Safety Plan - The Process Approach to HACCP Principles (6 hrs)
3. Fruits and Vegetables Galore (6 hrs)
4. The Idaho State Department of Education, Child Nutrition Programs offer a variety of training opportunities throughout the year. For a current list of courses, go to: [www.sde.idaho.gov/child/](http://www.sde.idaho.gov/child/) and select the training link.



## REQUIRED

*Choose BOTH:*

Serving It Safe (10 hrs)  
Healthy EDGE (10 hrs)

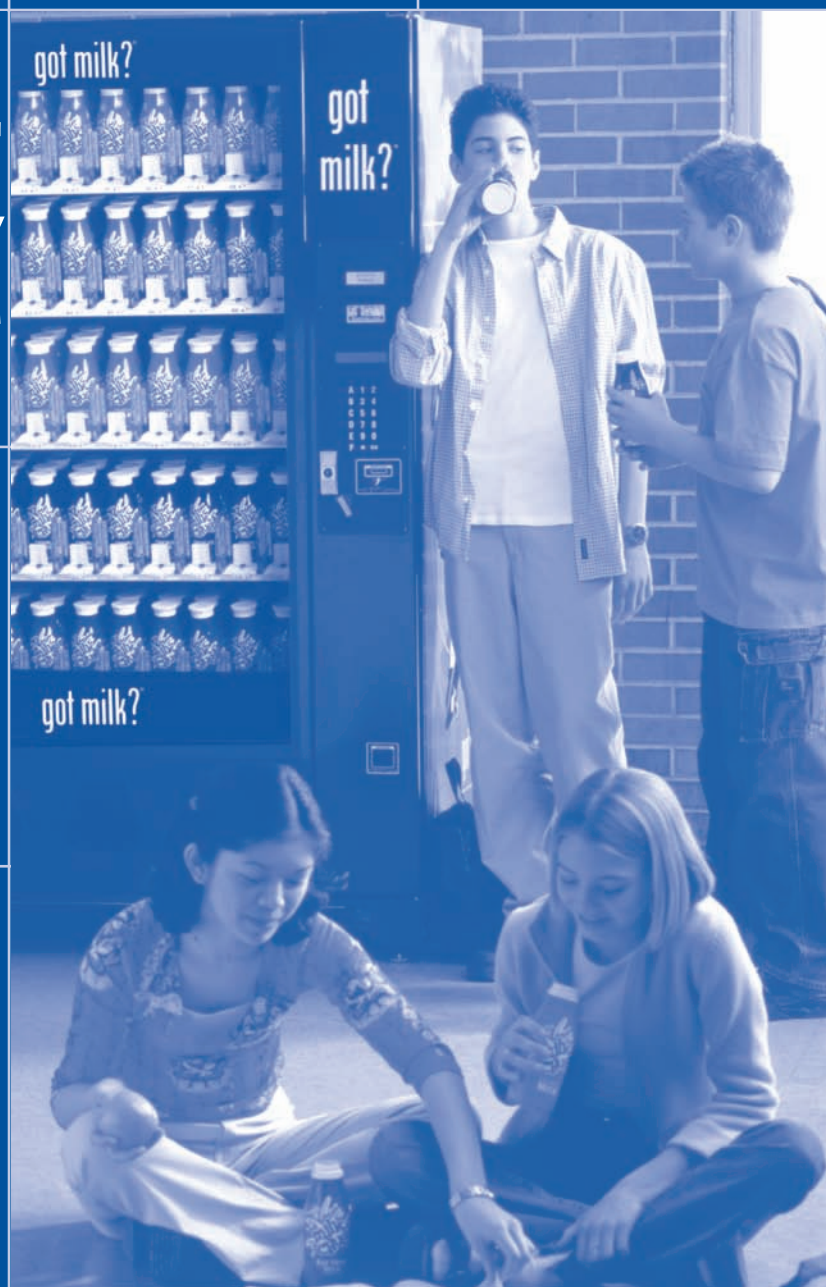


## START HERE



# **Component 4**

## **Other Healthy Food Options**







# Component 4: Other Healthy Food Options

## Policy Recommendations

- A. The School Health Advisory Committee (SHAC) will develop and recommend to the administration, guidelines on nutrition standards for food and beverages offered through parties, celebrations, social events and any school functions (including concession stands at sporting and academic events). Refer to the enclosed resources for ideas.
- B. Nutritious and appealing foods, such as fruits, vegetables, lower fat dairy foods, and lower fat grain products will be available wherever food is sold or otherwise offered at school (including concessions, school stores, etc).
- C. Food and beverages from vending machines, outside vendors, fundraising organizations and school stores may not be sold within the cafeteria or school nutrition serving area thirty (30) minutes before breakfast, break, or lunch serving periods and thirty (30) minutes after each serving period, unless they are part of the school meal program.
- D. School staff shall not use food as a reward for student accomplishment. The withholding of food as punishment for students is prohibited. For example, restricting a child's selection of flavored milk at meal time due to misbehavior in the classroom.
- E. The school district will provide nutrition information to parents that will encourage them to provide safe and nutritious foods for their children.
- F. School organizations shall only use non-food items or healthy foods as defined by school policy for fundraising. The sale of candy as a fund-raiser is discouraged. Healthy fundraising ideas are included in this section.

## Rationale

- Studies show that sale of healthy foods can be profitable.
- Schools reinforce the health messages taught at school when healthier foods are available at all school venues including concession stands and school functions.

## References/Resources

- [www.actionforhealthykids.org](http://www.actionforhealthykids.org)  
Tools Kit - Facts: "Impact of Competitive Foods on the National School Lunch Program and School Breakfast Program"
- <http://nutrition.psu.edu/projectpa/>  
Project PA - "A collaboration between Penn State University's Department of Nutritional Sciences and the Pennsylvania Department of Education."

# Vending Machines

If items other than those on the AFHK-ID recommended list are to be sold, they must first be approved by the SHAC and meet the committee's definition of a healthy food. Allowable vending machine items include:

## Beverages

- Fruit juice and vegetable juice (100%)
- Milk or flavored milk
- Water

## Fresh Foods

Fresh foods such as fruits, vegetables, calcium rich dairy products (including milk, flavored milk, yogurt and cheese), nuts, seeds and whole grains already meet the "item" criteria. When ever possible these products should be promoted as best practice in foods offered or sold to children. Recommended portion sizes for nuts, seeds, dried fruit and trail mix is 2 oz or less.

## Snacks

The "snack" option could be utilized in any environment where pre-packaged food is likely to be purchased. "Snacks" are single serving foods that might be found in convenience stores, vending machines, cafeterias or any other quick serve environment. They are likely to be in sealed packaging, boxes or cans, but could also include fresh products.

## Pre-packaged Foods

Use the following criteria for pre-packaged snack items.

\*Maximum of 3g fat per 100 calories (not including nuts and seeds)

Maximum of 600 mg sodium per serving

AND

Must have at least 12g of complex carbohydrates per serving

How do you know how many fat grams there are in 100 calories of a snack item?

Use the formula below for one serving:

$100 \text{ Calories} \div \text{Calories per serving} \times \text{g Fat per serving} = \text{g Fat per 100 calories}$

How do you know if the snack has at least 12 g of complex carbohydrates per serving? Look on the label.

You'll need total carbohydrate and sugars. Use the following formula:

$\text{g Total Carbohydrate} - \text{g Sugars} = \text{g Complex Carbohydrate}$

## Examples:

Chew Mix Fruit & Nut Serving Size - 32 g			Yogurt Honey Balance Serving Size - 50 g		
Total Fat - 3.5 g	Calories - 130	Sodium - 190 mg	Total Fat - 6 g	Calories - 200	Sodium - 220 mg
Calories from Fat - 30	Calcium - 10 %		Calories from Fat - 50	Calcium - 10 %	
Total Carbohydrates - 24 g	Fiber - 1 g		Total Carbohydrates - 22 g	Fiber - 1 g	
Simple Sugars - 8 g			Simple Sugars - 19 g		
Total Carbohydrate (24 g) - Sugars (8g) = 16 g			Total Carbohydrate (22 g) - Sugars (19 g) = 3 g		
Complex Carbohydrate			Complex Carbohydrate		
$100 \text{ Calories} \div 130 \text{ Calories per serving} \times 3.5 \text{ g Fat per serving} = 2.7 \text{ g Fat per 100 Calories}$			$100 \text{ Calories} \div 200 \text{ Calories per serving} \times 6 \text{ g Fat per serving} = 3 \text{ g Fat per 100 calories}$		
This snack qualifies for complex carbohydrates, fat and			This snack <u>does not</u> qualify for complex carbohydrates.		

Pricing Strategies for Health: Consider pricing strategies for healthy food choices, such as: pricing a candy bar at \$1.00 and pricing an apple at 35 cents.

## Sample Snacks that Meet Recommended Criteria

### \*Snack List

To meet the criteria snack items can not exceed a:

Maximum of 3 g fat per 100 calories

Maximum of 600 mg sodium

AND must have

at least 12 g of complex carbohydrates per serving

Item	Serving Size (weight)	Grams fat per 100 kcal	Kcal	Sodium (mg)	Complex Carb
					Total carbohydrate grams-
Advantage Edge Bar	57 g	2.25 g	220	210	12
Austin Zoo Animal Crackers	30 g	1.5 g	130	95	18
Baked Lays KC Masterpiece Barbeque Potato Crisps	1 oz	2.5 g	120	210	20
Baked Lays Original Potato Chips	28 g	1.4 g	110	150	21
Baked Lays Sour Cream & Onion Potato Chips	28 g	2.5 g	120	210	18
Baked Nacho Cheese Doritos	28 g	2.5 g	120	220	20
Barnum's Animal Crackers	30 g	3 g	130	150	16
Bottled Water	8 fl oz	0 g	0	0	0
Chex Mix (ALL FLAVORS)	30 g	3 g	130	410	20
Cliff Bar	68 g	2 g	230	140	25
Columbo Yogurt Cherry Vanilla Light Fat Free	8 oz	0 g	120	110	6
DelMonte Canned Fruit	124 g	0 g	60	10	1
DelMonte Lite Diced Peaches in Extra Light Syrup	4 oz	0 g	50	10	1
DelMonte Lite Mixed Fruit	4 oz	0 g	50	10	17
Dole Fruit Bowl, Pineapple	113 g	0 g	60	10	2
Famous Amos Gingersnaps	24 g	1 g	100	95	12.5
Fig Newtons	57 g	2 g	200	200	22
General Mills Cheerios Cereal	1 oz	1.8 g	110	280	18
Keebler Animal Cookies	56 g	3.1 g	260	290	28

Item	Serving Size (weight)	Grams fat per 100 kcal	Kcal	Sodium (mg)	Complex Carb
					Total carbohydrate grams-
Keebler Chocolate Graham Crackers	31 g	2.9 g	140	105	15
Keebler Cinnamon Graham Crackers	30 g	2.3 g	130	140	14
Keebler Fat Free Zesta	16 g	0 g	60	250	12
Keebler Honey Graham Crackers	31 g	2.9 g	140	140	16
Keebler Iced Animal Cookies	32 g	2.3 g	130	110	18
Keebler Original Graham Crackers	29 g	2.7 g	130	150	16
Keebler Reduced Fat Wheatables	31 g	2.9 g	140	220	24
Kellogg's All-Bran Cereal Original	1.1 oz	1.3 g	80	80	17
Kellogg's Corn Flakes	21 g	0 g	80	150	22
Kellogg's Low Fat Granola Cereal	49 g	1.6 g	190	120	25
Kellogg's Mini Shredded Wheat Cereal Frosted	51 g	0.6 g	180	5	31
Kellogg's Puffed Wheat Cereal	11 g	0 g	40	0	11
Kellogg's Raisin Bran Cereal	2.1 g	0.8 g	190	350	26
Kellogg's Rice Krispy Cereal	33 g	0 g	120	320	26
Kellogg's Special K	21 g	0 g	70	150	12
Lance Saltine Crackers	11 g	3 g	50	105	10
Luna Bars (ALL FLAVORS EXCEPT ORANGE BLISS AND KEY LIME PIE)	48 g	1.4-2.5 g	180	50-190	12
Nabisco Original Premium Saltine Crackers	18 g	2.9 g	84	264	11
Nabisco Teddy Graham Cookie Cinnamon	30 g	3.1 g	130	150	18
Nature Valley Granola Bars	42 g	3.3 g	180	160	18
Nature Valley Trail Mix Bars - Fruit & Nut	35 g	2.9 g	140	95	12
Nutri-Grain Bars (ALL FLAVORS)	37 g	2.1 g	140	110	13
Orville Redenbacher Smart Pop	38 g	1.8 g	110	360	26
Pop Secret 94% Fat Free Popcorn	39 g	1.8 g	110	380	26
Power Bar - Chocolate	65 g	0.9 g	230	75	29

Item	Serving Size (weight)	Grams fat per 100 kcal	Kcal	Sodium (mg)	Complex Carb
					Total carbohydrate grams-
Power Bar - Harvest	65 g	1.7 g	240	80	27
Power Bar - Peanut Butter	65 g	1.5 g	240	120	19
Pretzels (GENERIC)	30 g	0.4 g	120	400	23
Pretzel Sticks (GENERIC)	30 g	0.8 g	120	400	23
Pringles - Fat Free	28 g	0.9 g	70	160	15
Quaker Chewy Bars (ALL FLAVORS)	56 g	3.3 g	120	70	11
Quaker Oatmeal Express	54 g	1.25 g	200	320	24
Raisins	43 g	0 g	140	10	3
Rice Krispies Treats	37 g	2.2 g	160	170	10
Rold Gold Classic Tiny Twists Pretzels	1 oz	0.9 g	110	420	23
Ruffles Wow! Potato Chips (ALL FLAVORS)	28 g	0 g	70	200-230	17
Sunsweet Prunes	40 g	0 g	90	5	21
Teddy Graham Cinnamon Crackers	30 g	3.1 g	130	150	18
Thomas English Muffin Original	57 g	0.8 g	120	200	24
Tostito's Baked Tortilla Chips	28 g	0.9 g	110	200	24
Welch's Grape Juice	10 oz	0 g	170	25	2
Welch's Grapefruit Juice 100%	10 oz	0 g	130	25	3
Yoplait Yogurt (ALL FLAVORS)	6 oz	0-1.6 g	100-190	85-95	6
Nutty Banana Gourmet Muffin	1.8 oz	3.2 g	140	180	12
Blueberry Gourmet Muffin	1.8 oz	2.7 g	130	190	13
Apple Cinnamon Gourmet Muffin	1.8 oz	2.35 g	140	200	13
Cranberry Crush Gourmet Muffin	1.8 oz	2.7 g	130	180	13
Orange Cranberry Gourmet Muffin	1.8 oz	2.7 g	130	170	12
Cherry Chip Gourmet Muffin	1.8 oz	2.88 g	150	190	13
Bran Gourmet Muffin	1.8 oz	3 g	130	300	12
Orange Gourmet Muffin	1.8 oz	2.88 g	140	190	13
Low Fat chocolate Chip Muffin	1.8 oz	1.54 g	130	70	15
Breadible - Apple Cinnamon	2 oz	2.9 g	170	240	15
Kellogg's Peaches & Cream Yogurt Nutri Grain Bar	1 bar	2.1 g	140	110	12

Item	Serving Size (weight)	Grams fat per 100 kcal	Kcal	Sodium (mg)	Complex Carb
					Total carbohydrate grams-
Kellogg's Strawberry Yogurt Nutri-Grain Bar	1 bar	2.1 g	140	110	13
Sugar Cookie - 2 pack	1.5 oz	1.8 g	280	190	14
Lemon Cookie - 2 pack	1.5 oz	2.1 g		122	10
Snickerdoodle Cookie - 2 pack	1.5 oz	1.8 g	280	190	14
Oatmeal Raisin Cookie - 2 pack	1.5 oz	1.8 g	280	180	12
Chocolate Chip Cookie - 2 pack	1.5 oz	2.1 g		170	10
Fudge Brownie Cookie - 2 pack	1.5 oz	2.1 g		170	10
Mini Pretzel Packets	.75 oz	0-1 g		292	16
Fruit & Grain Bar - Raspberry	1.3 oz	2.2 g	140	65	14
Fruit & Grain Bar - Strawberry	1.3 oz	2.2 g	140	65	14
Fruit & Grain Bar - Blueberry	1.3 oz	2.2 g	140	65	14
Fruit & Grain Bar - Apple	1.3 oz	2.5 g	140	50	14
J&J Jungle Crackers	1 oz	2.5 g	120	55	15
Austin Zoo Animal Cookie	1 oz	1.5 g	130	90	18
Animal Cookie - Cinnamon Sugar	.9 oz	1.1 g	92	92	12
Animal Cookie - Chocolate	1 oz	2.5 g	121	159	14
Animal Cookie - Ice Pink & White	.9 oz	2.5 g	99	50	14
Animal Cookie - Plain	1 oz	1.4 g	110	95	16
Carnival Crunch	.75 oz	1.9 g	80	180	13
Giant Chocolate Goldfish Grahams	.9 oz	1.25 g	120	300	15
Pretzel Goldfish	.75 oz	2.9 g	80	105	13
Super Pretzel Softstix (2 stix/serving)	.75 oz	2.5 g	90	260	22
Super Pretzel Bites (3 bites/serving)	.75 oz	0 g	100	70	19
Tools for Schools Mini Pretzels	.75 oz	1 g	85	292	13
Chocolate Chip Power Alley Bar	1.8 oz	2 g	200	55	20

# Healthy School Parties

Students are taught in the classrooms about good nutrition and the value of healthy food choices. However, many times foods served in the classroom, as in the case of a class party, are low in nutrients and high in calories. This sends a mixed message - that good nutrition is just an academic exercise that is not important to their health or education. To send the right message administrators, parents, teachers and students need to promote healthy lifestyle principles, replacing unhealthy food offerings with healthy ones. Below are some suggestions for healthier party treats.

- Milk/ flavored milk
- Water/ flavored water (calorie free)
- Fruit and cheese kabobs
- Vegetable trays
- Pretzels
- Graham crackers
- Animal crackers
- Pizza with low-fat toppings
- Instant pudding made with milk
- Yogurt in a tube (try frozen)
- Quesadillas with salsa
- Trail/cereal mixes
  - Yogurt parfaits (yogurt, berries, granola, layered)
- Pizza dippers (pizza toppings and bread on skewer with marinara dip)
- Wraps or sandwiches (turkey, roast beef, ham, tuna, tofu, veggie or chicken salad)
- 100% juice
- Fresh fruit assortment
- 100% fruit snacks
- String cheese/cheese cubes
- Low-fat popcorn
- Vanilla wafers
- Angel food cake
- Apples with fat-free caramel dip
- Yogurt smoothies
- Crackers with cheese
- Low-fat breakfast or granola bars
- Peanut butter with apples or celery

## Recipes

### Easy low-fat fruit dip

½ cup vanilla low fat yogurt

1 teaspoon honey

¼ teaspoon cinnamon

¼ tsp nutmeg

Directions: mix together until blended. Serve with your favorite fruits!

### Homemade Trail Mix

2 cups Cheerios cereal

1 cup chocolate chips

½ cup peanuts

1 cup Rice Chex

1 ½ cup raisins

½ cup coconut

2 cups Puffed Wheat

Directions: Mix all ingredients together. Serve with an ice cold glass of milk!

**NOTE: Remember food safety - - - KEEP COLD FOODS COLD AND HOT FOODS HOT.**

# Classroom Rewards

Students learn what they live. Kids naturally enjoy eating healthy and being physically active. Schools and communities need to provide them with an environment that supports healthy behaviors. Below are some alternatives for students to enjoy instead of being offered food as a reward at school.

- Sit by friends
- Read outdoors
- Have extra art time
- Have an extra recess
- Read to a younger class
- Play tag or hide and seek
- Listen to music while working
- Earn play money for privileges
- Eat lunch outdoors with the class
- Eat lunch with a teacher or principal
- Have lunch or breakfast in the classroom
- Watch a video
- Teach the class
- Enjoy class outdoors
- Play a computer game
- Get a no homework pass
- Make deliveries to the office
- Play a favorite game or puzzle
- Walk with a teacher during lunch
- Be a helper in another classroom
- Dance to favorite music in the classroom
- Sing fun songs (songs with actions are fun)
  - Be first in line when the class leaves the room
  - Get a "free choice" time at the end of the day
    - Listen with a headset to a book on audio tape
  - Have a teacher perform special skills (i.e. sing)
  - Have a teacher read a special book to the class
- Take a trip to the treasure box (filled with: stickers, tattoos, pencils, erasers, bookmarks, desktop tents, etc.,)



# Healthy Fundraising Ideas

## **At School Events. . . Instead of Candy Sell:**

- Fresh Fruit
- Milk or flavored milk
- Nuts
- Popcorn
- String cheese
- Trail mixes
- Baked potatoes (w/ broccoli and cheese or chili)
- Low-fat chili
- Fruit and yogurt parfaits
- Low-fat sandwiches or wraps
- Fresh salads

If you must sell candy use price strategies for health (candy \$1.00, apple 35 cents)

## **Got Team Spirit? Sell:**

- Apparel
- Spirit/ booster badges
- Decals, bumper stickers
- Mugs, souvenir cups
- School cookbooks
- School Calendars
- Key Chains
- Stadium blankets/ pillows
- Pens, pencils, erasers

## **Other Fundraising Ideas:**

- Pizza kits
- Fresh fruit baskets
- Tupperware
- Greeting cards
- Valentines/telegrams
- Stationary
- Gift wrap, ribbons
- Baskets
- Lotions, soaps
- Picture frames
- Magazine subscriptions
- Flowers, plants, bulbs
- Holiday wreaths
- Ornaments
- Coupon books
- Balloons
- Jewelry
- CDs/DVDs
- Garage sales
- Services (lawn care, house cleaning, salon)
- Books
- Candles

## **Fundraising:**

- Talent shows/school plays
- Fun runs
- Walk/bike/dance/bowl/jump rope/hit/kick-a-thons
- Car washes
- Dances (traditional, father/daughter)
- Golf tournament
- Carnivals/festivals
- Sports camps for younger children
- Craft sales
- Healthy dinners
- Auctions



# **Component 5**

## **Nutrition Education**





# Component 5: Nutrition Education

## Policy Recommendations

- A. \_\_\_\_\_ School will follow health education and physical activity achievement standards as outlined by the State Department of Education and/or State Board of Education. Students in pre-kindergarten through grade 12 will receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors. Teachers are encouraged to integrate nutrition education into core curriculum areas such as math, science, social studies and language arts as applicable.
- B. All nutrition education will be scientifically based, consistent with the United States Department of Agriculture's (USDA) 2005 Dietary Guidelines for Americans and MyPyramid.
- C. Nutrition education will be offered in the school cafeteria and in the classroom with coordination between school foodservice staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics.
- D. Idaho school campuses will participate in USDA nutrition programs such as "Team Nutrition" and conduct nutrition education activities and promotions that involve students, parents and the community. The school nutrition team responsible for these activities will be composed of child nutrition services staff, student services staff, school nurses, family and consumer sciences teachers, health teachers and physical education coaches.
- E. A minimum of 10 hours of teacher training on food and nutrition education.
- F. A minimum of 50 hours of interdisciplinary health and nutrition education for students.

## Rationale

- Nutrition education has been shown to improve eating habits and health studies.
- Integrating nutrition education topics into other subject instruction areas helps with the mastery of core subject standards.
- Behavior change correlates positively with the amount of nutrition instruction received.

## References/Resources

- Idaho Dairy Council provides free nutrition education materials consistent with the USDA's Dietary Guidelines for Americans. Visit <http://www.idahodairycouncil.org> to view materials or call (208) 327-7050.
- Idaho Beef Council provides nutrition education materials. Visit [www.idbeef.org](http://www.idbeef.org) or [www.teachfree.com](http://www.teachfree.com) or call (208) 376-6004.
- Eat Smart. Play Hard. Free resource from the USDA. <http://www.fns.usda.gov/eatsmartplayhard>.
- Action For Healthy Kids website [www.actionforhealthykids.org](http://www.actionforhealthykids.org).
- ADA, ASFSA and SNE Joint Position Paper: Nutrition Services: An Essential Component of Comprehensive Health Programs.
- MyPyramid.gov.

## Comparison of the Dietary Guidelines for Americans, 2000-2005

### 2005 Key Recommendations

#### ADEQUATE NUTRIENTS WITHIN CALORIE NEEDS

- Consume a variety of nutrient-dense foods and beverages within and among the basic food groups while choosing foods that limit the intake of saturated and trans fats, cholesterol, added sugars, salt, and alcohol.
- Meet recommended intakes within energy needs by adopting a balanced eating pattern, such as the USDA Food Guide or the DASH Eating Plan.

#### WEIGHT MANAGEMENT

- Maintain body weight in a healthy range, balance calories consumed from foods and beverages with calories expended.
- Prevent gradual weight gain over time, make small decreases in food and beverage calories and increase physical activity.

#### PHYSICAL ACTIVITY

- Engage in regular physical activity (at least 60 to 90 minutes most days of the week) and reduce sedentary activities.
- Include cardiovascular conditioning, stretching exercises, and resistance exercises or calisthenics for muscle strength and endurance.

#### FOOD GROUPS TO ENCOURAGE

- Consume a sufficient amount of fruits & vegetables while staying within energy needs. Two cups fruit and 2½ cups vegetables per day are recommended for a reference 2,000-calorie intake, with higher or lower amounts depending on the calorie level.
- Choose a variety of fruits and vegetables each day. In particular, select from all five vegetable subgroups (dark green, orange, legumes, starchy vegetables, and other vegetables) several times a week.
- Consume 3 or more ounce-equivalents of whole-grain products per day, with the rest of the recommended grains coming from enriched or whole-grain products. In general, at least half the grains should come from whole grains.
- Consume 3 cups per day of nonfat or low-fat milk or equivalent milk products.

#### FATS

- Consume less than 10 percent of calories from saturated fatty acids and less than 300 mg/day of cholesterol, and keep trans fatty acid consumption as low as possible.
- Keep total fat intake between 20 to 35 percent of calories, with most fats coming from sources of polyunsaturated and monounsaturated fatty acids, such as fish, nuts, and vegetable oils.
- When selecting and preparing meat, poultry, dry beans, and milk or milk products, make choices that are lean, low-fat, or fat-free.
- Limit intake of fats and oils high in saturated and/or trans fatty acids, and choose products low in such fats and oils.

#### CARBOHYDRATES

- Choose fiber-rich fruits, vegetables, and whole grains often.
- Choose and prepare foods and beverages with little added sugars or caloric sweeteners, such as amounts suggested by the USDA Food Guide and the DASH Eating Plan.
- Reduce dental caries through good oral hygiene and consuming sugar- and starch-containing foods and beverages less frequently.

#### SODIUM AND POTASSIUM

- Consume less than 2,300 mg (approximately 1 tsp of salt) of sodium per day.
- Choose and prepare foods with little salt and consume potassium-rich foods, such as fruits and vegetables.

#### ALCOHOLIC BEVERAGES

- Those who choose to drink alcoholic beverages should do so in moderation - defined as the consumption of up to one drink per day for women and up to two drinks per day for men.
- Alcoholic beverages should not be consumed by some individuals, including those who cannot restrict their alcohol intake, women of childbearing age who may become pregnant, pregnant and lactating women, children and adolescents, individuals taking medications that can interact with alcohol, and those with specific medical conditions.
- Alcoholic beverages should be avoided by individuals engaging in activities that require attention, skill, or coordination.

#### FOOD SAFETY

- Know to to prepare, handle, and store food safely to keep you and your family safe.

### 2000 Guidelines

1. Aim for a healthy weight.
2. Be physically active each day.
3. Let the Pyramid guide your food choices.
4. Choose a variety of grains daily, especially whole grains.
5. Choose a variety of fruits and vegetables daily.
6. Keep foods safe to eat.
7. Choose a diet that is low in saturated fat and cholesterol and moderate in total fat.
8. Choose beverages and foods that limit your intake of sugars.
9. Choose and prepare foods with less salt.
10. If you drink alcoholic beverages, do so in moderation.



2005 Food Group Highlights	Firsts	2000
Consume 3 cups per day of fat-free or low-fat milk or equivalent milk products.	First time the dairy group has increased a serving number.	Consume 2-3 servings from dairy group a day.
Consume 3 or more ounce-equivalents of whole-grain products per day, with the rest of the recommended grains coming from enriched or whole-grain products. In general, at least half the grains should come from whole grains.	First time a specific number of whole grain foods is recommended.	Eat several servings of whole grains per day.
Consume a sufficient amount of fruits and vegetables while staying within energy needs (4.5 cups = 9 servings).	First time for a recommendation in cups instead of servings.	Consume at least 2 servings of fruit and at least 3 servings of vegetables each day.
When selecting and preparing meat, poultry and dry beans, make choices that are lean, low-fat, or fat-free.	No change.	No change.
Processed foods and oils provide approximately 80 percent of <i>trans</i> fats in the diet. Limit intake of fats and oils high in saturated and/or <i>trans</i> fatty acids, and choose products foods that are lean, low-fat or fat-free.	First time for significant mention of <i>trans</i> fatty acids.	Choose a diet that is low in saturated fat and cholesterol and moderate in total fat.
2005 Overall Approach Highlights	Firsts	2000
The Dietary Guidelines include 41 "Key Recommendations." In particular, 18 of these guidelines are for specific population groups, while the other 23 are for the general population.	First time the key recommendations are included for specific population groups, such as <i>women of childbearing age who may become pregnant</i> .	Provided 10 guidelines.
The DASH (Dietary Approaches to Stop Hypertension) Eating Plan rich in low-fat dairy foods, grains, fruits and vegetables, is recommended as a nutrient-focused eating pattern to follow in order to get adequate amounts of nutrients while staying within energy needs.	First time specific eating patterns were identified and suggested as ways to integrate the <i>Dietary Guidelines</i> into daily food choices.	No eating plan provided.
Diets rich in milk and milk products can reduce the risk of low bone mass throughout the life cycle. Diets rich in fruits, vegetables and whole grains may reduce the risk of coronary heart disease. Diets rich in fruits and vegetables may reduce the risk of chronic diseases, including stroke, type 2 diabetes, and certain kinds of	First time individual food groups are identified as having a relationship with disease prevention.	No mention.

2005 Overall Approach Highlights	Firsts	2000
Adults need 30 minutes of at least moderate physical activity most days to reduce the risk of developing a chronic disease, up to 60 minutes on most days to avoid unhealthy weight gain and at least 60 to 90 daily to sustain weight loss.	First time for an added focus on weight maintenance after weight loss.	No mention.
Adults and children should not avoid milk and milk products because of concerns that these foods lead to weight gain.	First time for a mention of the dairy weight loss connection.	No mention.
Nutrients of concern (nutrients for which people fall short) are identified as: <u>Adults:</u> calcium, potassium, fiber, magnesium and vitamins A,C, and E <u>Children and adolescents:</u> calcium, potassium, fiber, magnesium and vitamin E	Dairy foods supply 4 of the 7 nutrients of concern for adults: calcium, potassium, magnesium, vitamin A; and 3 of the 5 nutrients of concern for children: calcium, magnesium, potassium.	No mention.
Milk product consumption has been associated with overall diet quality and adequacy of intake of many nutrients.	First time dairy foods are seen as a nutrient package beyond calcium. First time a food group is identified as a marker for an overall healthy eating pattern.	No emphasis.
If a person wants to consider milk alternatives because of lactose intolerance, the most reliable and easiest ways to derive the health benefits associated with milk and milk product consumption is to choose alternatives within the milk food group, such as yogurt or lactose-free milk, or to consume the enzyme lactase prior to the consumption of milk products.	First time dairy products are recommended as the primary substitute for individuals who are lactose intolerant rather than vegetables, soy products and calcium-fortified foods.	If you choose not to eat dairy products because of intolerance to lactose or for other reasons, choose other foods that are good sources of calcium.

Sources:

Dietary Guidelines for Americans, 2005; <http://www.healthierus.gov/dietaryguidelines>

Dietary Guidelines for Americans, 2000; [www.health.gov/dietaryguidelines/dgac](http://www.health.gov/dietaryguidelines/dgac)

Complied by the National Dairy Council™



# **Component 6**

## **Marketing/ Messages**





## **Component 6: Marketing/Messages**

### **Policy Recommendations**

- A. Students will receive positive, motivating messages, both verbal and non-verbal, about healthy eating and physical activity throughout the school setting. All school personnel will help reinforce these positive messages.
- B. Schools will consider student need in planning for a healthy school nutrition environment. Students will be asked for input and feedback through the use of student surveys and attention will be given to their comments.
- C. Schools will promote healthy food choices and will not allow advertising that promotes less nutritious food choices.
- D. Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators and the community at registration, PTO meetings, open houses, health fairs, teacher in-services, etc.
- E. Schools will work with a variety of media to spread the word to the community about a healthy school nutrition environment, such as local newspaper and television stations.
- F. Schools should consider ways to improve student perceptions about school meals by developing in-house food brands, offering restaurant style menus, establishing food courts, portable food and salad bars.

### **Rationale**

- The marketing materials in the classrooms and lunchrooms should reflect your Wellness Policy. There are resources that can provide you with free or low cost marketing materials to promote healthy foods.
- Although advertising has not been linked directly to childhood obesity, advertisements targeted to children through multiple media channels contribute to children's choices about foods, beverages and sedentary pursuits. Based on children's commercial recall and product references, it is evident that advertising increases food purchase request by children to parents, has an impact on children's product and brand preferences and affects their consumption behavior.
- Media has the power to change social norms - for youth about their own behavior, for parents about their actions on behalf of their children and for society at large about the need to support policies that protect its most vulnerable members.
- When students have choices and have been exposed to a variety of fruits and vegetables, they are more likely to consume them.

## References/Resources

- Fruits and Vegetables. Dole Food Company. <http://www.dole5aday.com/>.
- Dairy. Idaho Dairy Council. <http://www.idahodairycouncil.org>.
- The American Egg Board. <http://www.aeb.org/>.
- Protein. Cattlemans Beef Association. <http://www.teachfree.org/>.
- Eat Smart. Play Hard. A national nutrition education and promotion campaign designed by USDA's Food and Nutrition Service (FNS) to convey science based, behavior focused and motivational messages about healthy eating and physical activity. <http://www.asfsa.org/childnutrition/education/eatsmart/asp>.
- Keys to Excellence: Communications & Marketing  
The School Nutrition Association's *Keys to Excellence in School Food and Nutrition Programs* is a streamlined, online self-assessment tool for child nutrition program that helps school districts identify best practices and benchmark their operations against other districts. *Keys to Excellence* includes a key area dedicated entirely to Communications & Marketing. School nutrition professionals can complete the *Keys to Excellence* tool for free at SNA's Web site to review best practices in Communications & Marketing, check their level of "excellence," and access resources to help improve marketing activities. See related links to learn more about *Keys to Excellence*.
- Promoting Healthy School Meals  
USDA has developed a Team Nutrition Resource, *Healthy School Meals Training*, that includes a whole lesson on marketing healthy school meals. See related links to download this lesson and other parts of *Healthy School Meals Training*.

## Promoting Healthy School Meals: Make Marketing Work for You

There are many reasons to do promotions for school food and nutrition programs. First and foremost, the students, faculty and staff are customers. They have choices to make in deciding what to purchase and what not to purchase. Promotions are powerful marketing tools that have a direct, meaningful impact on customers and their purchasing decisions. Promotions do not necessarily have to promote one particular product or event. After all, nutrition is something to promote all of the time.

Some effects promotions might have:

- Show customers that the school food and nutrition department cares about them.
- Get customers excited or interested in the programs so that they keep participating.
- Highlight specific services or products.
- Introduce new items on a continual basis, for instance to highlight a new recipe on the menu. Perhaps one new item might be featured each month.
- Introduce or reinforce an identity or a marketing theme, such as National School Lunch Week or School Breakfast Week.
- Celebrate a nutrition and health awareness event, such as National 5 A Day Month or National Diabetes Month.
- Establish a distinctive image or "brand" for the school food and nutrition department.
- Reinforce the school food and nutrition departments' role in the total school environment through promotions around special school activities and events.

Keep in mind that promotions do not make a poorly run operation better. If promotions are poorly planned or done at the wrong time, they may create problems or make problems worse.

### Measure Your Promotion Success

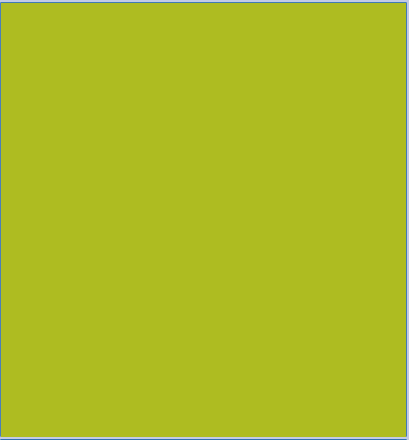
Promotions are designed to cause action. Ultimately, a promotion is designed to change some attitude or belief and/or cause customers to buy something. For instance, a promotion may be designed to convince students that the fruits and vegetables on the school salad bar are good for them or just that they want to eat breakfast at school.

National School Lunch Week and School Breakfast Week, for example, are designed around annual themes to promote the value of school meals to the entire school community. See related links for this year's dates and themes. A promotion may strive to influence students to buy the reimbursable meal in general or to try a new product in particular.

Because promotions are supposed to change attitudes or behaviors, the effect of promotions should be evaluated -- that means that they need to be measured. How might a promotion be measured? That depends on what the goals of the promotion are. In general, the school nutrition department might measure:

- Sales, overall or of a particular product
- Participation
- Customer satisfaction
- Customer attitudes or customer perceptions

Reference: <http://www.asfsa.org/newsroom/sfsnews/promotemeals.asp>



# **Component 7**

## **Body Image**







# Component 7: Body Image

## Policy Recommendations

- A. Promote weight and size acceptance - Schools should encourage acceptance and respect for oneself and others, acceptance of diversity and a refusal to tolerate teasing or harassing of students or adults for any reason, but especially height, weight, shape or size. Evaluate any weight management programs to ensure that children do not feel stigmatized or are encouraged to engage in unhealthy eating or exercise practices (e.g., restriction of calories, excessive exercise).
- B. Promote sensitive practices relating to weight assessment - weighing and measuring students in a public setting (e.g., school locker room or gymnasium in front of other students) can have potentially long-lasting stigmatizing effects. School officials and parents need to ensure privacy, respect and education on healthy habits and body image. Parents and schools need to realize that height/weight assessment, body fat calculations or BMIs are only part of an overall assessment of health. School officials and parents also need to be made aware of the warning signs of body image dissatisfaction and eating disorders.

## Rationale

- Healthful eating habits for elementary children can best be achieved by moderate consumption of a varied diet.
- According to the Idaho YRBS, 64% of female and 23% of male high school students were trying to lose weight.
- Among female Idaho students trying to lose weight, 17% went without eating for 24 hours, 10% took diet drugs and 8% vomited or took laxatives.

## References/Resources

- <http://www.eatright.org/Public/>
- <http://www.4woman.gov/BodyImage/>
- <http://www.anred.com/>
- <http://ohioline.osu.edu/hyg-fact/5000/5238.html>
- <http://www.cdc.gov/nccdphp/sgr/fact.htm>
- <http://www.americanheart.org>
- <http://www.chaausa.org/>
- <http://www.fitness.gov/>
- ADA Position Paper: Dietary guidance for healthy children aged 2 to 11 years
- Idaho Youth Risk Behaviors Survey
- <http://www.sde.state.id.us/fedpro/docs/hiv/HEALTHED/YRBS2003.pdf>

# **Fact Sheet**

## **Tips for Adults on Helping Children to Develop a Healthy Body Image**

### **Setting the Framework for a Healthy Body Image**

First and foremost, adults must realize that the focus has to be on health, not weight. Having good physical and mental health is crucial for the developing child's (and adult's!) well-being. Focusing on promoting and supporting a healthy lifestyle will help ensure that the child does not develop an unhealthy body image.

### **Setting Goals with Children**

- Set goals for health, not weight - Expecting children to be at a certain weight/number on the scale may be unrealistic and focusing on one number can lead to problems. It is more realistic to expect that children maintain a healthy weight (the natural weight the body adopts, given a healthy diet and levels of physical activity).
- Set goals for a nurturing environment - Adults must focus on all aspects of children's growth and development, physical, mental and social. A nurturing environment should help foster self-esteem, body satisfaction and a positive body image, as well as health-promoting behaviors. The focus should be on the 'inside' rather than the outside: focus on the child's personality, aspirations, talents, etc. rather than appearance. Never tease the child about his or her weight or appearance or call him or her names.
- Set goals for healthy eating - Focus on good nutrition using MyPyramid or the 2005 Dietary Guidelines for Americans. Make sure the child understands the concepts of portion size, energy density and regular eating from all of the food groups. Healthy eating patterns include eating a variety of foods, eating regularly (every few hours), responding to body signals of hunger and fullness, creating a positive environment for meals and eating meals as a family whenever possible (not in front of the television).
- Set goals for physical activity - Aim for children to: 1) be active for at least one hour a day, 2) reduce sedentary activity by limiting television/videogames/internet activity to two hours a day total, 3) increase strength, endurance and fitness, 4) learn movement or sport-related activities that they enjoy and can continue throughout life.

## Special Considerations

- Self-esteem - Teach children to love and respect their bodies and encourage them to stay healthy. Children deserve safe and respectful treatment from adults. Giving messages to children that their own or other people's personal worth is related to body size or shape can only do harm.
- Assessment - Any weight assessment (e.g., weighing, tape measuring) should be conducted under private and safe conditions by someone with whom the child is comfortable. This person must understand individual differences in growth rates and body shape and size and must be careful not to convey any negative feedback to the child or label them in any way. Children should never be made to feel intimidated or humiliated about weight-related issues.
- Intervention - Safe and effective childhood obesity treatment and prevention must focus on positive lifestyle changes for the whole family, not just the child in question. Each child should be in an environment where they are encouraged to be physically active, eat to fullness and 'grow into' his or her appropriate healthy weight. Children should not be put on weight loss diets or restricted feeding, as this typically only causes weight cycling, binge eating and body image dissatisfaction. Children should never be threatened with obesity risks; rather the focus should be on developing healthy nutrition and physical activity habits.

## Special Tips for Parents to Help Children Develop Healthy Body Images

Parents must realize that children learn first and foremost from watching their parent's behaviors. Parents wanting healthy and happy children should consider the following:

- Set healthy examples in your own words and actions.
- Monitor and discuss media images children see.
- Encourage children to develop healthy eating and exercise habits that do not border on extreme dieting or over-exercising, this includes modeling healthy behaviors yourself.
- Show and tell children that they are accepted and loved at any weight - children should feel loved unconditionally.
- Praise children for characteristics other than appearance (e.g., intelligence, compassion, being generous).
- Avoid classifying foods as 'good' or 'bad' and model eating all foods in a relaxed guilt-free manner.
- Do not use food as punishment or reward.
- Avoid giving children weight loss instruction.
- Make mealtimes enjoyable and stress free - no discussion of eating habits or family conflicts at the table.
- Make sure the house is filled with nutritious food choices and limit access to less nutritious foods.

- Encourage children to recognize and listen to hunger and fullness signals.
- Serve food in the center of the table and let children dish out their own meals according to appetite.
- Don't force children to eat everything on their plates.
- Show children that you accept and appreciate your own body.
- Be willing to discuss body image issues when they arise, but always affirm your child's body and uniqueness.
- Reassure children that physical changes with adolescence are normal and everyone develops at their own rate.
- Work with other parents and school officials to combat teasing or harassment about weight or shape.
- Create opportunities for children to experience their bodies as wonderful creations (e.g., dancing, playing dress up, face painting, playing in the park, etc.).
- Read your children stories with alternative and diverse role models.
- Limit the amount of media messages your child is exposed to.
- Show your child images of people, especially those not typically found in media.
- Affirm children for who they are and what they do to create a more robust self-esteem and keep body image in perspective - we are more than what we look like.
- Remember that no body is perfect and nobody is perfect!

# Fact Sheet

## Thinking of going on a diet?

Many people who go on diets don't need to lose weight. Pressure from friends or family to be slim may create a distorted body image. Having a distorted body image is like looking into a fun house mirror: You may see yourself as fatter than you really are.

### BODY IMAGE

*Body image is...*

- How you see yourself when you look in the mirror or when you picture yourself in your mind.
- What you believe about your own appearance (e.g., memories, assumptions).
- How you feel about your body (weight, height, shape, size).
- How you sense and control your body as you move - how you feel in your body, not just about your body.

Negative body image is...	A positive body image is...
- A distorted perception of your shape — viewing parts as bigger or smaller than they are	+ A clear, true perception of your shape — you view body parts as they really are
- You are convinced that only other people are attractive and your body shape/size is a sign of personal failure	+ You celebrate and appreciate your natural body shape and you understand that a person's appearance say little about their characteristics or value as a person
- You feel ashamed, self-conscious and anxious about your body	+ You feel proud and accepting of your unique body and refuse to spend an unreasonable amount of time worrying about food, weight and calories
- You feel uncomfortable and awkward in your body	+ You feel comfortable and confident in your body

*People with a negative body image have a greater likelihood of developing an eating disorder and are more likely to suffer feelings of depression, isolation, low self-esteem and obsessions with weight, shape, or size.*

*We all may have days when we feel awkward or uncomfortable in our bodies, but the key to developing a positive body image is to recognize and respect our natural shape and learn to overpower those negative thoughts and feelings with positive, affirming and accepting ones.*

Accept yourself. Accept your body. Celebrate yourself. Celebrate your body.



# **Attachment A**

## **Nutrition Wellness Plan Campus Implementation Review**









## Attachment A

# NUTRITION/WELLNESS PLAN CAMPUS IMPLEMENTATION REVIEW

School Campus: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: As a campus team, investigate the degree of implementation of the indicators of each component of the Nutrition/Wellness Plan. Score each indicator with a checkmark based on degree of implementation. Make comments on how it is being implemented at the campus or improvements that are needed. Total each column, multiply total "Exceptional" by 3, total "Acceptable" by 2, and total "Needs Improvement" by 1. Tally scores to get grand total.

INDICATORS	EXCEPTIONAL	ACCEPTABLE	NEEDS	COMMENTS
------------	-------------	------------	-------	----------

### Component 1: A Commitment to Nutrition and Physical Activity

A. School Health Advisory Committee (SHAC) Has been established. List members.				
B. The SHAC will address nutrition and physical activity issues and will develop, implement and evaluate guidelines that support a healthy school nutrition environment in compliance with the requirements listed in this document. This committee shall offer revisions to these guidelines annually or more often if necessary.				
C. Each campus should be evaluated annually.				
D. Before the end of each school year, the committee will recommend to the Principals any revisions it deems necessary to the Student Nutrition/Wellness Plan.				

INDICATORS	EXCEPTIONAL	ACCEPTABLE	NEEDS IMPROVEMENT	COMMENTS
------------	-------------	------------	----------------------	----------

### Component 2: Physical Activity

A. A minimum of 150 minutes per week in elem. and 225 minutes in middle and H.S.				
B. Two 15 minutes recesses per day				
C. PE For all middle school students				
D. H.S. student electives				
E. Continuing ed for PE teachers				
F. Qualified PE teachers				
G. Staff encouraged to model physical activity				
H. Adequate equipment				

### Component 3: Quality School Meals/Pleasant Eating Experience

A. Breakfast, lunch, and after school snack programs are available to all students.				
B. If a la carte food sales are allowed, standard portion sizes are used, they do not substitute for school meals, etc.				
C. School nutrition staff is properly qualified. Is majority of staff certified at level 1 or higher? Food safety is a key part of the operation. Is a HACCP Plan on file?				

INDICATORS	EXCEPTIONAL	ACCEPTABLE	NEEDS	COMMENTS
------------	-------------	------------	-------	----------

### Component 3: Quality School Meals/Pleasant Eating Experience (continued)

<p>D. Menus conform to good menu planning principles, including healthy choices served at proper temperatures:</p> <ul style="list-style-type: none"> <li>• Are foods higher in fat served no more than twice a week?</li> <li>• Are flash fried potato products served in small portions no more than once a week at elementary schools and three times a week at secondary schools.</li> <li>• Is low fat milk available daily to all students?</li> <li>• Students are encouraged to choose full meals.</li> <li>• Special dietary needs statements are on file.</li> </ul> <p>Students eat in a pleasant atmosphere:</p> <ul style="list-style-type: none"> <li>• Student input to menus</li> <li>• Nutrient analysis is available</li> <li>• No school activities during mealtime</li> <li>• 20 minutes for lunch</li> <li>• Adult role modeling</li> <li>• Drinking fountains available</li> <li>• Elementary recess before lunch</li> <li>• Hand washing before eating</li> <li>• Students are encouraged to socialize</li> </ul>				
--	--	--	--	--

INDICATORS	EXCEPTIONAL	ACCEPTABLE	NEEDS	COMMENTS
------------	-------------	------------	-------	----------

#### Component 4: Other Healthy Food Options

A. The School Health Advisory Committee (SHAC) has developed and recommended to the administration guidelines on nutrition standards for food and beverages offered throughout the school including parties, celebrations and social events and also foods offered at concession stands at sporting and academic events.				
B. Nutritious and appealing foods, such as fruits, vegetables, lower fat dairy foods and lower fat grain products are available wherever food is sold or otherwise offered at school including the cafeteria, concessions, school stores, vending machines, etc.				
C. Food and beverages are not sold within the cafeteria or school nutrition serving area from vending machines, outside vendors, fundraising organizations and school stores thirty (30) minutes before breakfast, break or lunch serving periods and thirty (30) minutes after each serving period, unless they are part of the school meal program.				

INDICATORS	EXCEPTIONAL	ACCEPTABLE	NEEDS	COMMENTS
------------	-------------	------------	-------	----------

#### Component 4: Other Healthy Food Options (continued)

D. School staff does not use food as a reward for student accomplishments. Non-food items or activities are used as rewards.				
E. School staff does not use withholding of food or meals as a punishment for students. Withholding food or a meal from a student is prohibited.				
F. The school district does provide nutritional information to parents that will encourage parents to provide safe and nutritious foods for their children.				
G. School organizations are using non-food items or healthy foods for fundraising as defined by school policy.				

#### Component 5: Nutrition Education

A. Following approved health/physical education standards, nutrition education is linked with coordinated school health curriculum. Ask facilitator what health/PE curriculum is used? How is nutrition linked?				
---	--	--	--	--

INDICATORS	EXCEPTIONAL	ACCEPTABLE	NEEDS	COMMENTS
------------	-------------	------------	-------	----------

#### Component 5: Nutrition Education (continued)

B. All students receive interactive nutrition education that will help them learn healthy eating behaviors by integrating nutrition education into core curriculum areas as applicable. How is this achieved?				
C. Teachers and school nutrition staff coordinate efforts to provide nutrition education in classrooms and dining room. How do they coordinate?				
D. Campus participates in USDA nutrition education programs to involve students, parents and the community. Is the campus registered and participating in the Team Nutrition program?				

#### Component 6: Marketing

A. Personnel encourage students to select and consume full meals and provide positive nutrition and physical activity statements. List examples. Observe school nutrition personnel and dining room supervisors; are students being encouraged with positive statements and pleasant tones?				
---	--	--	--	--

INDICATORS	EXCEPTIONAL	ACCEPTABLE	NEEDS	COMMENTS
------------	-------------	------------	-------	----------

#### Component 6: Marketing (continued)

B. There are opportunities, such as surveys, for student input into creating a healthier school environment. List examples.				
C. Healthy food choices are promoted and advertising of less nutritious foods is not allowed. List any advertising observed such as signs, book covers, vending machines, etc.				
D. Healthy eating and physical activity is actively promoted to students, staff and community. List examples.				
E. Media is used to advertise healthy school nutrition environment. List examples.				

#### Component 7: Body Image

A. Schools encourage acceptance and respect related to height, weight, shape or size.				
B. Schools are sensitive to measuring student height and weight.				

TOTAL SCORE	___x3=___	___x2=___	___x1=___	GRAND TOTAL SCORE: ____
-------------	-----------	-----------	-----------	-------------------------

Campus Improvement Plan: (Attach separate sheet if necessary.)

Signatures

Principal \_\_\_\_\_

Staff member \_\_\_\_\_

Parent \_\_\_\_\_

Parent \_\_\_\_\_

Parent \_\_\_\_\_

Date \_\_\_\_\_



# Notes

# Notes





**Action for Healthy Kids™**

[www.ActionForHealthyKids.org](http://www.ActionForHealthyKids.org)